

It is very important for perception of the presentation by students and encourage them to develop professionally is the delivery or non-verbal communication. Experts say the way you present of is sometimes even more important than the content. Albert Mehrabian is frequently quoted during discussions on non-verbal communication. His research in 1950s revealed the importance of body language and voice when presenting. He judged that the total impact of a message is about 7% verbal (words only), 38% vocal (including tone of voice, etc.) and 55% non-verbal. International presenters often underestimate this aspect.

Focus the attention on speed of speaking, fast speakers in some cultures may look energetic and dynamic, but for other cultures they may look individualistic, aggressive and arrogant. Slow speakers may seem analytical for some cultures but for others – uncreative and boring. The best model is to speak faster when explaining and slower when making key points.

In conclusion it should be emphasized that teachers who do the presentation should be well prepared, know the rules of presentation structuring, the techniques of preparing and presenting visuals as well as be aware of non-verbal communication.

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## **FROM TRANSFORMATIVE LEARNING TO TRANSFORMATIONAL TEACHER**

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At present, a new level of requirements is presented to the personality of the teacher of a modern higher education institution. The condition for the effectiveness of pedagogy in a modern university is the level of culture of the teachers themselves. The higher educational institution should form the student's understanding that his appearance, clothing, manners, methods of communication, speech style have a certain social and cultural value, they are important for the future professional activity of students and graduates.

To the personality of the modern teacher, special demands are made in connection with the complexity and importance of the problems and tasks solved by him, the multifunctionality of pedagogical activity, social responsibility, etc. The teacher is the key figure in the pedagogical process of the higher school, he

has a strategic role in the development of the personality of the student in the training process. The current situation in the sphere of education requires the development of a new structure - transformative learning.

**Transformative learning** is a theory in pedagogy that says that the process of "perspective transformation" of an individual has three dimensions: psychological (changes in self-understanding), value (revision of the belief system) and behavioral (changes in the style of life) [1, c. 264].

The role of the teacher is to help students be aware and critical of the allegations. The teacher should create conditions for the learners to understand their belief systems. To this end, the teacher encourages the redefinition of problems from various points of view [2, c. 6].

The goal is to create a community of students who are "united by a common experience of trying to create the meaning of their life experience" [3, c. 18].

Teachers should provide opportunities for students to participate effectively in discourse. This discourse includes an assessment of the reasons hidden behind contradictory interpretations through a critical examination of evidence, arguments and alternative points of view. Students have the opportunity to test how and what they understand, as well as the possibility to develop the ability of informed judgments about their beliefs [2, c. 9].

The role of teachers is also to establish goals in which autonomous thinking is included. This is possible through the education of critical experience and thinking of students through discourse. Also, the teacher's responsibilities include the development of opening learning through the use of methods such as educational contacts, group projects, role-playing games, case studies, and simulation. These methods simplify transformative learning by helping students learn concepts in the context of their lives and analyze the validity of new knowledge [2, c. 10].

The role of the teacher in the formation of an environment that builds an atmosphere of trust and care and simplifies the development of sensory relationships among students is the fundamental principle of the education of transformative learning [4, p. 16].

Transformational teachers share best practices, build mentoring relationships, observe their peers, keep things fresh, model their subject's usefulness, and demonstrate caring beyond what they teach.

However talented, no one is a natural-born teacher. Honing the craft takes significant care and effort, not just by the individual, but also by the school (college, university) at large. Though experience does matter, it matters only to the extent that a teacher -- regardless of how long he or she has been in the classroom -- commits to continued professional development to refresh his or her status as a transformational teacher. Along those lines, even after thirsty years in the classroom, I don't claim to be beyond criticism -- not in the least. Still, I wish to offer some advice on constantly striving toward perfection, however elusive that goal will always remain.

**Constantly Share Best Practices.** As a first step, work toward recognizing that, no matter how long you've been in the classroom, there will always be someone else who's more effective at a certain facet of teaching. When I started my teaching activity - I never hesitated to ask the opinion and advice of experienced colleagues and thus improved the planning of classes taking into account their recommendations. Moving forward, I felt more confident and comfortable about asking that colleague for help with providing quality written feedback, which he excelled at doing.

**Find a Trusted Mentor.** No matter how much experience you have, it's crucial to find and rely on a trusted confidant. As a new teacher, I spent countless hours chatting with colleagues about best practices and where I feared that I might have fallen short. Not once did they pass judgment on me, or suggest that whatever I had done (or failed to do, in certain cases) was beyond repair. Instead, they offered thoughtful advice on how I might do things differently. No matter the subject, I value hearing fresh perspectives from new and veteran teachers about becoming even better at my job. Nobody has a monopoly on good ideas.

**Commit to Classroom Observations.** I do my best to observe other teachers in action. This year, I benefited from attending seminars and practice at Cambridge English language school in Zaporozhye, where I received invaluable experience with teachers who have CELTA certificates in order to cultivate a more relaxed but effective learning environment. In turn, I tried to find a similar balance in my English classes, which helped students feel less afraid to share ideas and learn from mistakes.

**Change Things Up.** I also observe other teachers to see how they change things up, especially when I get too comfortable in a routine. It's certainly easier to teach the same books and content each year, but it's also incredibly boring, which can lead to burnout. Now I try to update part of my English language training program, both for technical and humanitarian students, to work more on interactive tasks, to inspire students to express their own opinions and thoughts more.

**Model the Usefulness of What You Teach.** In line with changing things up, I'm always looking for new ways to model the usefulness of what I teach. More than ever, I find that students want to know how they can apply what they learn in the classroom to the real world. I try to de-emphasize rote memorization in favor of activities requiring clear, analytical thinking -- an essential tool for whatever students end up pursuing in college or as a career. It seems less important in the age of Google to assess how much students know. Instead, I'm significantly more concerned with how much sense they can make of all this information so readily available to them. In all of my classes, I also make it clear that knowing how to write well will play a significant role in their future success.

**Caring Beyond What You Teach.** To motivate my students toward success, I strive to show that I care about them beyond the classroom. We annually organize English Week, where students can compare their knowledge with students of other specialties and faculties. Within the framework of this event, we hold student conference "Science Looks Ahead", where participants make presentations

on innovations in their industry, exchange opinions, and debate about their future career. The winners of the university tour go to the All-Ukrainian tour of the Olympiad, where they meet with students from all over Ukraine, receiving invaluable experience of communication and competition.

The most transformational teachers that I know have a deep understanding of how their role transcends far beyond any subject that they're teaching. Such

Pedagogical activity is a process of constant creativity. But unlike creativity in other spheres (science, technology, art) the creativity of the teacher does not aim to create something socially valuable, new, original, because his product is always the development of the individual.

Of course, a creative teacher who works creatively set up his own pedagogical system, but it is only a means for obtaining the best result in the given conditions.

So, high school teachers should demonstrate a high level of professional competence, pedagogical and psychological culture, possess practical skills and skills that will help build relationships with students, will contribute to personal development and the professional development of students.

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## TEACHING SPEAKING AT HIGHER EDUCATIONAL ESTABLISHMENTS

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Modern methodology has a wide variety of methods and principles. They have both advantages and disadvantages. So, it is very important to find the right one, the one that will help you to achieve the best results. English is the third most widespread language in the world. It is the most widely learned language. There are more people who have learned it as a second language than there are native speakers. English is the most commonly spoken language in the United Kingdom, the United States, Canada, Australia, Ireland and New Zealand, and it is widely spoken in some areas of the Caribbean, Africa and South Asia. It is a co-official